



## **Brookfields Read, Write, Inc. Phonics Policy**

October 2022

### **Intent**

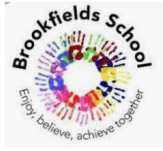
This policy outlines the teaching and learning of Read, Write, Inc. Phonics at Brookfields, providing staff with clear direction when delivering a systematic synthetic phonics programme to pupils who are “Phonics Ready.” Fidelity to a well-structured phonics scheme provides pupils with consistency in their learning, supporting their knowledge and understanding of letters and sounds and allowing them to progress with reading, writing and spelling skills which are fundamental to their communication, language and literacy development. All pupils at Brookfields have complex learning needs, including in the areas of sensory processing, emotional and behaviour regulation, attention and motivation, physical and movement along with social skills. Continual development in these areas is paramount and therefore phonics teaching and learning must support the diverse learning needs of all pupils in order for them to access their full learning offer, reaching their full potential. At Brookfields we recognise that phonics is an integral part to the whole school curriculum and through high quality teaching and learning by teachers and support staff, children are able to develop reading fluency at a pace that is relevant to their EHCP’s, IEP’s, LRT Behaviour support plans and Communication Overviews as well as co-operative behaviours which begin to support them in articulating their ideas and understanding.

### **Implementation**

At Brookfields we provide the opportunity for every child to achieve their full potential through a carefully tailored curriculum following three learning Pathways (EYFS, Explorers and Adventurers). Children who are working within the Explorer Pathway Engagement Step 6 for Communication and Interaction, along with most of our pupils on the Adventurers Pathway will have opportunities, if relevant to their learning profile, to partake in differentiated and highly adapted Read, Write, Inc. Phonics learning sessions. Pupils at Brookfields require lots of repetition and rehearsal of new learning to ensure a deep understanding and memory recall. Our Read, Write, Inc. Phonic sessions must allow learning to follow the pace of pupil, be it whole class, small group, 2:1 or 1:1 workstations, and be appropriate and accessible to each individual child following the adapted programme. This may mean that pupils need additional time on learning initial phonemes or are accelerated through speed sound sets appropriately, moving on to phonics appropriate reading.

Read, Write, Inc. Phonics in an inclusive literacy programme which is used at Brookfield to support children when learning to read. Children accessing Read, Write, Inc, Phonics will have the opportunities to learn the common 44 speech sounds in the English that are represented by a wide range of graphemes. Learning intentions for phonics sessions will enable our children to have opportunities to:

- Learn initial sounds in a specific order
- Review, Teach, Practise and Apply all Set 1 sounds before moving onto Set 2.
- Apply the skill of blending phonemes in order to read words.



- Segment words into their phonemes in order to spell words.
- Learn that blending and segmenting words are reversible processes.
- Read high frequency words that do not conform to regular phonic patterns.
- Read texts and words that are within their phonic capabilities.
- Decode texts to support comprehension.
- Developing their spelling skills in order to support writing composition.

At Brookfields we adapt the five core principles of the teaching and learning of Read, Write, Inc. Phonics ensuring that pupils' full learning needs are supported whilst promoting enjoyment for learning and raising the profile of reading for pleasure;

1. **Purpose**- The objective and intention of each activity should be shared with pupils so they have an understanding of what they should be thinking about and what they will be doing.
2. **Passion**-Emotional engagement of pupils supports their progress, sessions need to be engaging and motivating in order for pupils to develop a healthy positive mind-set towards learning.
3. **Pace**- Support children in their individual learning journey by adapting the pace of session to support their complex and diverse learning needs. Repetition and routines are vital.
4. **Participation**- Provide differentiated opportunities for all pupils to participate and be fully immersed in their phonic learning experience.
5. **Praise**- Follow the positive behaviour ethos embedded at Brookfields and use known strategies that pupils respond well to, based on their LRT Behaviour support plans.

It is paramount that Read, Write, Inc. Phonic sessions supports the wide range of communication learning needs of all pupils. Teachers and support staff at Brookfields are highly skilled at adapting phonics sessions to make sure a total communication approach to learning is provided, encompassing, when relevant, the following aspects of communication and language;

- **SCERTS Model**- developing skills in relation to social communication, emotional regulation and transactional support.
- **TEACCH Approach**- responding to individual pupils need by teaching, expanding, appreciating, collaborating, cooperating and nurturing personalised learning preferences.
- **Alternative, Augmentative Communication (AAC)** - using a wide range of tools that support and teach communication expanding phonological awareness.
- **Functional Language**- developing and using language in every day situation and in context.
- **Cooperative Play**- showing an interest in both the activity and those involved.

## Impact

All pupils following our tailored Read, Write, Inc. phonic learning sessions, regardless of any barrier to learning they may have, deserve the opportunities to develop their phonetic understanding to become a reader. Brookfields recognises and develops the skills they will need to do so and our phonics sessions mean that every learner is able to access the right and appropriate form of phonics teaching for them and make good levels of progress.



Teachers are continually assessing the progress of children throughout each learning session and opportunity. For Read, Write, Inc. Phonics teachers use ongoing assessment to determine, when relevant, how well children;

- identify initial phonemes from large or small flashcards
- identify initial picture cards
- sort and organise initial picture cards and phonemes
- read the grapheme chart
- read green words
- decode the ditty/story
- comprehend the story

Termly assessments are carried out for all pupils following B Squared Connecting Steps and are supported by Pupil Progress meetings, through which any gaps in phonetic learning can be identified and sessions can be targeted to more specific aspects of Read, Write, Inc. Phonics supported by IEP cognition and learning targets. Pupils who are accessing Read, Write, Inc. Phonics will each have an individual progress tracker which highlights their phonics level in correlation to phoneme/grapheme identification and segmenting and blending ability for reading. This information is then collated by the Phonics lead and used to monitor whole school tracking of phonics. Senior Leaders review assessment trackers, undertake pupil progress meetings and learning walks to support in narrowing attainment gaps and provide any additional support for teachers to put into place.